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ABSTRACT

These proceedings reflect the three-fold purpose of the conference which was to: (1) determine the role and mission of Tennessee Community/Junior Colleges; (2) utilize newer and better ways of determining student achievement and awarding college credit; and (3) learn what the new student is like. Each of the three papers focused on one of these major themes. Following the presentation of each paper group discussions were held; summaries from these discussions are also presented. (AL)

ED 058872

PROCEEDINGS
Conference on the Community/Junior College

May 13-14, 1971, The University of Tennessee, Knoxville

Freeing Staff and Students From the Lockstep

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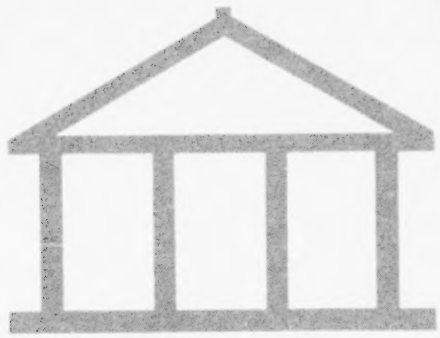

PURPOSE:
The purpose of the conference is threefold:

1. To determine the role and mission of Tennessee Community/ Junior Colleges,

2. To learn what the new student is like, and

3. To utilize newer and better ways of determining student achievement and awarding college credit.

JC 720 046

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 2 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Preface

The Community College movement is seen by many as the most exciting development in higher education since the establishment of the land-grant university more than 100 years ago. This enthusiasm is often expressed in terms of the rate of growth of these two-year institutions. In reality the magnificence of the comprehensive Community College concept must be viewed in terms of the mission and purpose of these institutions rather than the glorification of growth rates and headcount enrollment.

A collegiate institution committed to excellence in teaching, to community service, to lifelong education, and to excellence in both general education and vocational education can without doubt contribute significantly to a modern society. Much has been said about "universal access to higher education," "open door admissions," and programs devoted to individual development; these commitments are embraced by the comprehensive Community College.

The Department of Continuing and Higher Education, in cooperation with other departments at the University of Tennessee, shares the excitement associated with Community College development. The department is committed to direct involvement with these new institutions. We are convinced that a close and positive relationship must prevail among all segments of higher education within the State of Tennessee. The 1971 conference, reported herein, was planned and developed in an effort to enhance the previously stated goals and commitments. As these proceedings go to press, planning for the second annual conference is under way.

The papers and discussions included in this document reveal the quality of the Conference; they reflect the realities of cooperative effort of different institutions; and most important, they point to the challenges and excitement now present in the Community College movement.

Contents

Preface / 2

Program / 4

Welcome / C. H. Weaver / 7

Notes / John Folger, E. C. Stimbert / 8

The Mission and Roles of Community/Junior Colleges / Richard E. Wilson / 9

Summary of Group Discussions / 15

The Recognition of College-Level Achievement / Joseph D. Creech / 18

Summary of Group Discussions / 28

Learning What the New Student Is Like / Ann Bromley / 30

Summary of Group Discussions / 41

Conference Summary / Ohmer Milton / 44

Participants List / 47

3

Program

Thursday Afternoon, May 13, 1971

1:00 p.m. Late Registration - Lobby, University Center

1:30 p.m. *Presiding:*
Dr. William H. Coffield, Head, Department of Continuing and Higher Education, U-T, Knoxville

1:35 p.m. *Welcome:*
Dr. Charles H. Weaver, Chancellor, U-T, Knoxville

1:45 p.m. *Address:*
"Role and Mission of Community/Junior Colleges."
Dr. Richard Wilson, Acting Associate Executive Director, American Association of Junior Colleges.

2:30 p.m. *Discussion Groups:*

Group 1, Chairman, Dr. D. F. Adkisson, President, Cleveland State Community College

Group 2, Chairman, Dr. Harold S. Pryor, President, Columbia State Community College

Group 3, Chairman, Dr. Jerry Bellon, Head, Department of Curriculum and Instruction, U-T, Knoxville

Group 4, Chairman, Dr. Dewey Stollar, Head, Department of Educational Administration and Supervision, U-T, Knoxville

Group 5, Chairman, Dr. Jess H. Parrish, President, Shelby State Community College, Memphis

4:00 p.m. *Adjournment*

6:00 p.m. *Dinner* - Hermitage Room, University Center

Presiding:
Dr. James D. McComas, Dean, College of Education, U-T, Knoxville

Address:
"Implications of Financing Formulas for Innovation in Higher Education."
Dr. John K. Folger, Executive Director, Tennessee Higher Education Commission.

Friday Morning, May 14, 1971

9:00 a.m. *Presiding:*
Dr. John H. M. Smith, Assistant Commissioner for Higher Education, State Department of Education.

9:15 a.m. *Address:*
"Newer and Better Ways of Determining Student Achievement and College Credit." Dr. Joseph D. Creech, Southern Director of the College Level Examination Program of the College Entrance Examination Board.

10:00 a.m. *Coffee Break*

10:30 a.m. *Discussion Groups:*

Group 1, Chairman, Dr. Edward B. Eller, President, Dyersburg State Community College

Group 2, Chairman, Dr. Sam H. Ingram, President, Motlow State Community College

Group 3, Chairman, Dr. James W. Clark, President, Walters State Community College

Group 4, Chairman, Dr. Hal R. Ramer, President, Volunteer State Community College

Group 5, Chairman, Dr. D. [illegible]. Hampton, Department of Business Education, U-T, Knoxville

11:15 a.m. *Adjournment*

11:30 a.m. *Luncheon* - University Center - Rooms 220-221-222 .

Presiding:
Dr. George M. Roberts, Executive Dean,
Tennessee State Community Colleges

Address:
"Community/Junior Colleges: Prospects for Tennessee."
Dr. E. C. Stimbert, Commissioner of Education,
Tennessee State Department of Education.

Friday Afternoon, May 14, 1971

1:15 p.m. *Presiding:*
Dr. F. E. Wright, President, Jackson State Community College

1:30 p.m. *Address:*
"Learning What the New Student Is Like."
Dr. Ann Bromley, Director of Research and Development,
Santa Fe Junior College, Gainesville, Florida

2:15 p.m. *Discussion Groups:*

Group 1, Chairman, Dr. Cuyler Dunbar, President, Roane State Community College

Group 2, Chairman, Dr. J. Otis Erwin, President, Morristown College

Group 3, Chairman, Sister Henry Suso, President,
Aquinas Junior College, Nashville

Group 4, Chairman, Dr. John Peters, Department of Continuing
and Higher Education, U-T, Knoxville

Group 5, Chairman, Dr. Eugene Schoch, Department of
Educational Psychology and Guidance, U-T, Knoxville

3:15 p.m. *General Session* - University Center

Presiding:
Dr. Horace N. Barker, President, Hiwassee College

Conference Summary:
Dr. Ohmer Milton, Director, Learning Research Center, U-T, Knoxville

3:45 p.m. *Adjournment*

PLANNING COMMITTEE

D. F. Adkisson, President
Cleveland State Community College
Cleveland, Tennessee

Jerry Bellon, Head, Department of
Curriculum and Instruction
University of Tennessee, Knoxville

Donald F. Hampton, Department of
Business and Office Administration
University of Tennessee, Knoxville

Ohmer Milton, Director
Learning Research Center,
University of Tennessee, Knoxville

Earl M. Ramer, Department of
Continuing and Higher Education
University of Tennessee, Knoxville

Eugene Schoch, Department of
Educational Psychology and Guidance,
University of Tennessee, Knoxville

John H. M. Smith, Assistant Commissioner
for Higher Education,
State Department of Education
Nashville, Tennessee

Dewey Stollar, Head, Department of
Educational Administration and Supervision
University of Tennessee, Knoxville

U-T Doctoral Students Serving as Recorders for Discussion Group Meetings

Group I - James H. Amburgey
Group II - William H. Baker
Group III - Frederic H. Martin
Group IV - Harry C. Nickens
Group V - Douglas Norman

Welcome

It is with a great deal of pleasure that I welcome you to the campus of the University of Tennessee, Knoxville, and tell you that we are especially happy to have your group meet with us. The University of Tennessee, Knoxville, is the statewide campus of the University of Tennessee (hence the comma rather than the preposition "at") and so has interest in and concern for the institutions you represent.

Many thoughts came to my mind as I prepared this welcome, but foremost was the thought that you are most important to us and that we stand ready to help you in every possible way in your stated mission. We believe that community/junior colleges represent one of the most important facilities of the system of higher education of our state, and that they should be furnished the same opportunities for growth, pride of accomplishment, and development of good traditions that have existed for the older and more traditional institutions of our state. Of course we feel very strongly that such progress should take place within the broad aims appropriate to institutions such as yours, and we are confident that you agree with us.

Call on the University of Tennessee, Knoxville, for any sort of help in attaining your goals. Already as both Dean of Engineering and Chancellor I have worked with many of you in many ways, and I hope that those informal contacts rapidly will be replaced by a more formal and comprehensive structure of cooperation.

Again let me say that I welcome you on behalf of the faculty, students, and staff of the University of Tennessee, Knoxville. You honor us with your presence.

C. H. Weaver
Chancellor

Notes

From the Presentations of
Dr. John Folger and Commissioner E.C. Stimbert

JOHN FOLGER

During the evening meeting of the first day of the conference, Dr. John Folger, Executive Director of the Tennessee Higher Education Commission, spoke on the topic, "Implications of Financing Formulas for Innovation in Higher Education."

His presentation included practical examples of the difficulty in adjusting financial arrangements to the newer measures of teaching and learning. We must, he said, continue to find evidence to support these measures and to adjust financial arrangements accordingly.

E. C. STIMBERT

At the luncheon meeting E. C. Stimbert, State Commissioner of Education, stressed the importance of full commitment of the people of the State to the advancement of education. The Commissioner recommended that this commitment be in the form of active participation and suggested that, with regard to community colleges, community involvement is especially necessary.

The Commissioner encouraged all educators with leadership positions to continuously reevaluate their educational goals and programs in order to ascertain that their energies are well spent in a search for quality education.

The Mission and Roles of Community/Junior Colleges

RICHARD E. WILSON
Acting Associate Executive Director,
American Association of Junior Colleges/Washington, D.C.

First let me commend the planners of this conference for so forthrightly stating its mission and purposes. It is a genuine pleasure to participate in a conference which has as its subtitle, *Freeing Staff and Students from the Lockstep.* Secondly I want to express my appreciation and admiration for your interest and willingness to participate in such a conference. In the final analysis you are the only people who can achieve the commendable and ambitious purposes of this conference. Thirdly I should point out that I have taken the liberty of changing the title of my presentation to *The Mission and Roles of Community/Junior Colleges. Mission* is placed first because this is the most general statement we can make about an institution. *Roles* are derived from the *Mission.* Finally *Community/Junior Colleges* perform several roles, that is they have several functions, all of which must be played if the mission is to be achieved.

A publication already widely quoted and destined to become a basic part of the literature on community colleges is the report of the Carnegie Commission on Higher Education entitled, *The Open Door College, Policies for Community Colleges.* This succinct report, only seventy-four pages long, makes several points and recommendations that will be cited and debated for years to come. The report, which was released in June, 1970, begins with this quotation by James B. Conant.

> The extension of the years of free education through the establishment of local two-year colleges has been the expression of a new social policy. For one could simplify the history of American public education in the last hundred years by noting the steps in the movement to make universal the opportunities hitherto open only to the well-to-do. First came the provision

9

> of elementary schooling at public expense; then came the free high schools and efforts to provide instruction for a wide variety of talents (the widely comprehensive four-year high school); lastly, the growth of the equally comprehensive public two-year college, the open-door college, as it has been sometimes called. (1)

The quotation by Conant is an excellent beginning point for an examination of community colleges. In the last sentence he uses the words "comprehensive" and "open-door college." These two concepts need to be examined in detail because they are fundamental to any discussion of community colleges.

The concept of comprehensiveness refers to the curricula, the programs and courses offered, of community colleges. A comprehensive community college offers transfer programs for people interested in baccalaureate and advanced degrees; occupational programs for people who want to develop employable skills within a year or two; developmental or remedial programs for people who have experienced considerable failure; adult or continuing education for people anxious to increase and update their knowledge and skills; and the multiplying community service programs which include everything from cultural events, such as concerts and theatrical productions, to community action programs intended to bring about significant changes. Because of this breadth of offerings some critics have warned against trying to be all things to all people. Too much comprehensiveness can result in mediocrity, dissatisfaction, and serious unrest, argue the critics. Although these warnings need to be kept in mind, after all no community college has unlimited resources and capabilities, they should not be used as excuses to avoid the difficult and controversial problems. Most communities need considerable assistance and leadership. Community colleges should feel obligated to assist in solving community problems by directly providing services and activities and by indirectly encouraging and coordinating the activities of other organizations.

The open-door concept refers to the admissions policy. The statement of the Carnegie Commission on this subject is a typical interpretation. "The Commission recommends that all states enact legislation providing admission to public community colleges of all applicants who are high school graduates or are persons of eighteen years of age who are capable of benefiting from continuing education." (1,15) Some people criticize this interpretation because it does not adequately describe the concept. They argue that this limited view results in what is cynically called "the revolving door," i.e. students are admitted but few last more than a year, departing with some bitterness and frustration. These

critics argue that a truly open-door college will have relevant programs and effective instruction, course content, media and methods that will reduce student attrition and increase student learning.

Another element that must be included in the open-door concept is the cost for the student. It makes little sense to advertise open admissions and then require each student, regardless of his financial resources, to pay a sizable amount of money to attend college. (And keep in mind that a sizable amount of money for some students is only a few dollars a year.) The Carnegie Commission confronts this issue forthrightly and recommends "that states revise their legislation, wherever necessary, to provide for uniform low tuition or no tuition charges at public two year colleges." (1,46) To summarize, the concept of the open-door college is growing. It now includes open admissions, some acceptance by the college of responsibility for student successes and failures, and the elimination of financial barriers to attendance.

This brief examination of comprehensiveness and open-door admissions has provided us with a common framework that will be useful in considering several national trends. One of these is the reexamination of assumptions underlying higher education. For example, on the basis of common practice, John Roueche has drawn the following, somewhat facetious, assumptions underlying higher education: 1) students learn best by listening, 2) students learn best in groups of 20-40, 3) students learn best seated in rows in classrooms, 4) the ideal period of time for learning is fifty minutes (except for graduate students, who can evidently learn in time spans of 75 and 150 minutes, and students enrolled in large colleges where it takes more than ten minutes to change classrooms), and 5) students learn best between September and June. Less facetiously, Bloom begins his excellent paper, entitled "Learning for Mastery," with this assumption.

> Each teacher begins a new term (or course) with the expectation that about a third of his students will adequately learn what he has to teach. He expects about a third of his students to fail or just "get by." Finally he expects another third to learn a good deal of what he has to teach, but not enough to be regarded as "good students." This set of expectations, supported by school policies and practices in grading, becomes transmitted to the students through the grading procedures and through the methods and materials of instruction. The system creates a self-fulfilling prophecy such that the final sorting of students through the grading process becomes approximately equivalent to the original expectations. (2, 1)

Not surprisingly Bloom argues on behalf of a different assump-

tion about learning and what should be expected of students. Bloom expresses "the view that, given sufficient time (and appropriate types of help), 95% of students...can learn a subject up to a high level of mastery." (2,4) According to Bloom it should be expected and demanded that a purposive activity, such as instruction, result in almost every student achieving course objectives. Instead of stoically accepting student failures and attrition with such statements as, "They just weren't college material," and "They had the ability but didn't try," the staff of a college should examine, evaluate, and revise the curriculum and instruction. The unanticipated consequences of this belief or assumption about learning will be numerous and important. One example is accountability which is based on the premise that all or almost all people can succeed.

Accountability is becoming a popular idea, an idea associated with public education in America. Accountability holds the schools responsible in large measure for student learning. Perhaps John Roueche puts it more succinctly when he argues, the only evidence of teaching is learning or, to put it another way, when no learning is evident it can be inferred that no teaching took place. Accountability shifts responsibility from the student to the school. The schools are held accountable, they are evaluated on the basis of student learning. The genesis of accountability can be found in logical empiricism, the scientific method, and the systems approach. Accountability requires the specification of a measurable product and continual evaluation based on the achievement of those objectives. Until now schools and colleges have, for the most part, been rated or evaluated on the basis of input measures, i.e. the best schools and colleges were the ones that spent the most per student, had the highest salaries, had the most books in the library, and spent the most on facilities. The assumption was, the more resources expended for education the greater the outcome. Research has failed to support this assumption and few people take these measures seriously nowadays. How significant accountability will be in the future is a matter of speculation but judging from the rash of articles it will be applied in at least a few institutions.

Finally let us examine an extremely profound trend that is closely interrelated with or includes all of the other trends in higher education. This is best expressed as *lifelong education* in a recent UNESCO publication that describes the concept.

> Life-long education is conceived as a process of learning which must meet the needs of each successive phase of life . . . . There can be no question of an age limit for education: education is a way of life, or rather a way of be-

> ing aware of what is happening in the world. Some individuals are alive to what is going on around them, others pay no attention . . . . The notions of failure and of success lose their significance. It goes without saying that in a system of education which finishes at a certain age and is marked by "initiation rites" consisting of examinations, diplomas or other forms of selection, those who succeed are cut off from those who do not. Society is thus divided into two groups: the fortunate on the one hand, and the unlucky or unacademic on the other, who thus find themselves labelled for life by often entirely fortuitous circumstances. But if, with the appropriate structures, an individual is engaged in a continuous process of education and is constantly learning something new, then a failure is only relative. If he does not succeed in one particular venture, many other opportunities are open to him in which he can test his abilities. (3)

This concept supports and almost requires the development of non-punitive grading of students. This concept requires relevant curricula and reduces the sterility of formal education. This concept encourages successful experiences for students and makes continual learning an important goal of educational institutions. This concept supports individualized instruction, multiple paths of instruction, and well defined behavioral learning objectives. Referring again to Bloom's paper, it is significant that it ends with this paragraph.

> Modern society requires continual learning throughout life. If the schools do not promote adequate learning and reassurance of progress, the student must come to reject learning—both in the school and later life. Mastery learning can give zest to school learning and can develop a lifelong interest in learning. It is this continual learning which should be the major goal of the educational system. (2,11)

This is the mission of community colleges: to provide meaningful, satisfying, and successful learning experiences for every student; to reduce the distinction between the worlds of education and work; and to make lifelong education a desired and desirable reality.

The roles are numerous and everchanging. The most obvious are to be comprehensive by providing a wide variety of programs and to open the door even wider by making it possible for more people to attend and to have successful experiences. Less apparent, but no less important, is the need to provide a variety of instructional methods and media, to accommodate the schedules of people by developing flexible calendars and registration processes, to relate and interrelate the activities of the college and the community, and to take the educational program to all parts of the community. Finally a community college must accept more

responsibility for what happens to the people who participate in its programs and actively encourage lifelong education by demonstrating that people can learn and grow regardless of their backgrounds, rate of learning, race, sex, or age.

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1. The Carnegie Commission on Higher Education, *The Open-Door Colleges Policies for Community Colleges,* McGraw-Hill Book Company, June, 1970.

2. Bloom, Benjamin S., "Learning for Mastery," *UCLA Evaluation Comment,* Center for the Study of Evaluation of Instructional Programs, Vol. 1, No. 2, May, 1968.

3. Lengrand, Paul, "Perspectives in Lifelong Education," *International Education Year 1970,* No. 3, October, 1969.

14

Summary of Group Discussions Based on the Address by Dr. Richard E. Wilson

JAMES H. AMBURGEY, *Recorder*

Discussion in the five groups following Dr. Wilson's address was interesting and broad in scope. There appeared to be a high degree of unanimity that the community college should be comprehensive in scope in order to meet the needs of the community that it serves. Most discussion was far-ranging but the dominant consideration, even when discussing intro-institutional problems, was the question of program articulation with senior colleges.

Briefly stated, most discussion could be placed in one of the two categories. First, and used in a broad sense, would be the discussion dealing with the role and function of the community/junior college and the second category would pertain to the problem of articulation of transfer programs between junior and senior institutions.

In order to utilize as much of the discussion as possible, an abbreviated outline form is to be used in presenting items discussed. Classification of the discussion will be according to the two previously mentioned categories.

Category I - Role and Function of the Community/Junior College

1. A distinction was drawn between the private junior college and the community college in that the former is more regionally oriented, and its program is usually less comprehensive. In addition, private junior colleges are usually residential institutions.

2. The concept of lifelong learning has particular importance to community/junior colleges. To provide the basic tools that lead to a lifetime of learning seems to be an ideal goal toward which these colleges should work.

3. Another aspect of the college's role is community service. It was agreed by the participants that this is important and that perhaps more attention should be given to this type of activity.

4. Most agreed that the community college must have a true "open door" policy and must take the student where he is and individualize the program to fit his need. Increased enrollment

and program inadequacy must not permit the "open door" policy to become a "revolving door" policy.

5. Hope was expressed that colleges will take the lead in bringing about needed change, lest change be forced on them by the public, the legislature, the economy, or other outside forces.

6. Institutions need to reevaluate or redefine the term "success" and not limit that meaning to academic success alone.

7. Faculty development is considered a crucial problem because of the nature of the education of prospective teachers. Most felt that greater attention should be devoted to faculty selection, orientation and inservice training.

8. Some members felt that community colleges should not be defensive about admitting students with low ACT scores, but that they should actively seek such students.

9. Some of the community/junior colleges in Tennessee are providing remedial programs in areas such as communications, mathematics, and science, and have employed specialists to work with students needing assistance. There were expressions that this is a "legitimate goal" of the community/junior college.

10. Vocational-technical institutes and area vocational schools must be viewed as partners with community/junior colleges and not as competitors. Avenues for greater cooperation should be sought in working with these institutions.

11. There was some feeling that the community colleges are overly influenced by the curriculum and practices of the senior colleges.

Category II - Reactions Concerning Articulation Between Community/Junior Colleges and Senior Institutions

1. Serious concern was evidenced by many community/junior college members about the use of highly innovative programs because of the problem of transferring to senior colleges.

2. Most members acknowledged that the senior colleges are making an honest and sincere effort to facilitate the transfer of

students, but the "big problems" occur in working out the "little details" such as those mentioned in item six below. A number of participants felt that some progress is being made on the articulation problem.

3. Several members suggested that in order to improve articulation, some system needs to be devised whereby community college faculty members could meet with their senior college counterparts and, if possible, to enter into an exchange program.

4. Regular and frequent visitation among campuses was mentioned as a way that would help promote understanding and cooperation.

5. Articulation conferences, patterned after the California plan, were suggested as means of exchanging information among colleges, and thereby lessening the transitional problem for the community/junior college transfer student.

6. Some of the common problems cited in reference to the articulation were:

   (a) How to handle pass-fail course credits
   (b) How to treat sequence differences
   (c) The UT requirement that the last 90 hours are to be taken at the four-year college.
   (d) Acceleration of high school subject matter
   (e) Rapidly changing curricula
   (f) Transfer of "D" grades
   (g) Recognition of proficiency examination credit
   (h) How to handle credit allowed for work experience, etc.

The Recognition of College-Level Achievement

JOSEPH D. CREECH
Assistant Director, Southern Regional Office,
College Entrance Examination Board/Atlanta, Georgia

I appreciate this opportunity to share some ideas and concerns about the topic of recognizing achievement and "freeing students from the lockstep" in education. It is a pleasure to be here and to participate in the discussions.

Since joining the College Entrance Examination Board staff, I have visited and worked with a number of institutions in the region in developing policies related to credit-by-examination and placement. The increasing recognition of the concept that *what* an individual knows is more important than *how* he came to know it, is rewarding.

The educational process as we know it at most institutions is typically a "lockstep" program. The courses are numbered differently, named differently, and may cover different areas of knowledge. Nevertheless, there is still something magic about 180 quarter hours or 120 semester hours for an undergraduate degree and either two or four years of residency on a college campus. During the first two years of post-secondary education, an individual goes through a sorting and routing process. Generally speaking, institutions have decided that there are common denominators of learning that all persons should have before being awarded a degree. This usually amounts to one or two years of general or liberal arts education. Having completed general education requirements, the student supposedly has discovered the major area of study in which he is interested, and he then has the basic tools to enter a program of his choice. Throughout the process, he is constantly evaluated and routed from entry to final exit. Regardless of his age and experience, each individual is generally expected to complete four years of academic work for a baccalaureate degree.

Because of their interest in community service, the variety of educational programs offered, their efforts to serve a more heterogeneous student population, and their accessibility, the two-year community college is in a position to do as much to recognize and reward achievement in a variety of ways as any institution. For the same reasons, the junior college is also more obligated to explore and use a variety of mechanisms and to provide greater diversity of learning conditions. The non-traditional student gravitates toward the two-year college. The veteran returning from Vietnam; the housewife who needs something to do since the children are grown; the individual who could not continue his education immediately following secondary school because he could not finance it; the businessman who "came up the hard way" and now needs the credentials for increased job mobility; the worker who needs new skills for new tasks; superior secondary school students; all usually appear somewhere on the community college campus looking for help. They have a variety of backgrounds and may have acquired varying degrees of knowledge from experience, reading, correspondence work, USAFI courses, on-the-job training, etc.

The two-year college can and has responded to these individuals. Miami-Dade Junior College, for example, identifies adults (individuals 22 years of age or older) and superior high school students and grants up to a year of credit on the basis of achievement on external examinations. The four-year institutions in the Miami area have also developed policies which articulate with Miami-Dade's policy. This is one illustration of how credit-by-examination can be used to recognize and reward achievement by one or more institutions.

One could cite many other examples of practices at two-year institutions which enable individuals to move more rapidly through the educational process as it has been described. Apparently, the two-year college seems to be more sensitive to the matter of students' pursuing their programs at their own pace. Time spent does not seem to be as much of an issue as performance. This is reflected not only in the policies related to acceleration, but also in programs designed to remediate and enrich.

As an integral and perhaps the fastest growing segment of the educational community, the two-year community college is in a unique position to respond to some of the concerns about education and the educational process from within and without the profession.

Many people including educators, legislators, students and parents have begun to question the traditional conditions under

which learning takes place for many reasons. Some of the reasons are:

1. The urgent need for education generally, and higher education specifically, to be more responsive to a greater variety of constituencies and their needs;
2. The continuing emphasis on the expansion of educational opportunities;
3. The almost prohibitive costs of facilities, materials, and faculty to provide universal higher education;
4. The increased mobility of society and the traditional college going population;
5. Changes that have occurred in secondary and elementary education curricula;
6. Student demands for more flexibility and less redundance in the process;
7. Increasing demand from the public to know what their tax dollars are being used for;
8. The job market and the new jobs being created. It appears to some that educational institutions do not always respond to the needs of society in developing programs, but rather to the need of preserving what might be an outdated curricula or structure. For example, there is currently an overabundance of Ph.D.'s in history and a shortage of nurses.

One could go on enumerating causes for the criticisms being leveled at the educational process. There are other evidences of the concerns that exist within and without the educational community.

In November 1970, the Carnegie Commission on Higher Education recommended that the amount of time required for a bachelor's degree be reduced; that the opportunities and incentives for lifelong learning be increased; and that alternative avenues by which students can earn degrees be expanded. The White House Youth Panel in a recent report suggested that "learning opportunities on a flexible, hourly, daily, and annual schedule must be made available to all who wish to return to school in order to gain additional knowledge in their career fields, to acquire new knowledge and skills for a new career, to resume a dropped or interrupted education, or to use increased leisure time more constructively." In October 1970, Alan Pifer, President of the Carnegie Foundation, suggested that the time had come for the establishment of institutions like Britain's "Open University" in this country.

The responses to the necessity for making education more responsive to individual needs and the need to recognize that individuals come to institutions with a variety of backgrounds and with knowledge that might have been acquired outside of the classroom have been interesting.

In October 1970, Ewald T. Nyguist, Commissioner of Education of New York State, announced that within 2 years the State University of New York would establish a program to award external degrees through the use of a variety of examinations developed for this purpose.

Hobart and William Smith Colleges have announced a new curriculum that will allow students to proceed at their own pace and graduate in three, four, or five years. The University of Oklahoma, the University of South Florida, and Roosevelt University in Chicago are among the institutions which have developed Bachelor of Independent or General Studies Programs which are designed for adults who can demonstrate their ability to complete such a program. Through these programs, a bachelor's degree can be obtained in less than a year.

Grants from the United States Office of Education and the Ford Foundation will enable the Union for Experimenting Colleges and Universities at Antioch College to plan and develop the "university without walls" program in which 19 institutions will participate. This program will provide highly individualized, flexible approaches to learning for individuals from age 16 to old age. Key features of the program will be the use of internships, field experience, and research assistantships in addition to classroom work.

Skidmore College has also received a grant for developing a program that calls for:

1. abandoning prescribed curricula, grades, and credit points;
2. enlarging the faculty to include people outside the college;
3. using new techniques for communication of knowledge; and placing emphasis on the student's self-direction in learning.

These programs are evidence that while what is to be learned will not be or is not so different, the conditions under which knowledge can be acquired might change drastically over the next few years. The majority of individuals will probably continue to need a clearly structured program with classroom instruction to obtain a degree. However, the need for increasing diversity in educational opportunities and programs, the growing public awareness that knowledge can be acquired outside a university, and a

greater concern for improving the quality of life may force the "establishment" in education to develop alternatives for obtaining the credentials necessary for economic and social mobility.

When a tight economy forces a "hold the line" or "cutback" policy, educators must come up with a better answer than "maintain or reduce enrollments." When funding and/or sources of funds and tight money do reduce enrollments at many institutions, there must be solutions other than: "give scholarships to attract more youngsters to the campus." Sometimes our answers seem to do more in compounding the problem than in solving it. Perhaps if we looked more carefully at the conditions under which one learns, we would find additional answers. Perhaps changing the conditions would not only diversify the programs offered, but would make it possible for more people to take advantage of the programs.

The activities under way at many institutions may not be as *innovative* as they are *renovative*. The need for remodeling the process for learning is clearly as urgent as the need to put a new coat of paint on some of the buildings or a new microscope in one of the biology laboratories.

Because of their continuing interest in access to higher education, the College Entrance Examination Board and Educational Testing Service are sponsoring the *Commission on Non-Traditional Study*. The Commission is an independent body and has no preconceptions about the recommendations it will make during the next two years. Mr. Samuel B. Gould, Chancellor emeritus of the State University of New York, serves as chairman of the Commission. Mr. Gould has said that the Commission hopes to provide a national perspective on such developments as off-campus study, credit-by-examination, and external degree programs, but it will not limit its activities to this focus. To quote Mr. Gould, the "Commission is concerned with increasing access to, and recognition of, post-secondary learning *by whatever means such learning is or could be achieved.*"

The Commission will try to determine the common threads among existing plans for off-campus study, credit-by-examination, and external degrees and to see what kind of coherent philosophy could bring some kind of unity to the many efforts now under way. To do its job, the Commission has formed six subcommittees, each with a different charge:

1. *Concepts and Colloquium:* This subcommittee is to identify, examine and recommend positions and actions to the Commission in regard to major issues and to develop key con-

cepts involved in understanding and clarifying these issues.

2. *Models:* This subcommittee will look at existing and potential models on non-traditional study and recognition of achievement and to recommend positions and actions.
3. *Access:* The nature of the populations of students for whom new opportunities for post-secondary study and recognition should be provided and the kinds of services that are needed will be examined by this group.
4. *Means:* The subcommittee on means will consider and recommend positions related to non-traditional kinds of curricula, learning devices, delivery systems, and auspices and arrangements for post-secondary study.
5. *Recognition:* This subcommittee is to examine existing and potential methods of validating learning, including "by accreditation" as well as "by examination."
6. *Financing:* This group will explore and determine the economic implications for individuals and institutions of non-traditional forms of access, means, and recognition.

College Board and ETS staff members have been assigned to each of these subcommittees and are assisting them in preparing initial working and background papers.

As the Commission's work progresses, the educational community will be kept informed of its findings, actions, and recommendations related to access to post-secondary education, the means by which individuals learn, the recognition of achievement, and the economic implications of non-traditional study. In short, the Commission will determine if there are both sound educational and economic justifications for external degrees.

The College Board brings to the Commission experience in the area of advanced standing and credit-by-examination. Since 1954, the Board has sponsored the Advanced Placement Program which gives superior secondary school students a chance to complete college-level work while still attending high school.

In 1965, the College Board began sponsoring the College-Level Examination Program or CLEP. CLEP is designed to equate the knowledge acquired through independent study, on-the-job training, etc., to achievement in the first and/or second year of college. Credit-by-examination is one alternative to the traditional process. It is not a new alternative and there are many mechanisms that can be used in a credit-by-examination program. The idea is to measure *performance, not time spent.*

Last fall, the Southern Regional Office of the College Entrance Examination Board conducted a survey to determine what the

state of the art was in recognizing college-level achievement. The survey was completed in December and many of you may have seen copies of the report entitled, *Practices of Southern Institutions in Recognizing College-Level Achievement.* Through this survey, we identified several mechanisms used in advanced standing and credit programs as well as some general trends.

Mechanisms currently being used by colleges and universities to recognize achievement and to grant exemption or advanced standing are:

1. *Advanced Placement Program (APP):* The APP is the most widely used national examination for exemption/credit. Thirty-nine percent of all institutions in the region use APP for either course exemption or credit or both, and approximately two-thirds of the freshmen receiving advanced standing in both 1968 and 1970 were granted course credit as well as exemption.
2. *CLEP:* There were two indications that the fastest growing of the seven mechanisms being used is the CLEP. First, more institutions started using it in the past two years than any other mechanism. Second, the number of institutions that indicated they expected to begin using CLEP within the next two years was more than twice that given for any other mechanism. Despite the increase in its growth at the institutional level, less than one percent of freshmen on the survey campuses received advanced standing through CLEP in 1968 or 1970.
3. *Departmental Examinations:* This mechanism is not only used by more institutions than the other instruments, but it also affects more freshmen than all of the other techniques combined. It has also been in use longer than any other mechanism. Few institutions, however, indicated that they expect to begin using departmental examinations within the next two years.
4. *ACT:* The Student Assessment Program is used as an admissions tool by many institutions in the South; the data from the survey indicate that it is also used by 11 percent of Southern institutions to determine course exemption and credit in some cases.
5. *CEEB Achievement Test:* As with the ACT battery, a small number of institutions use the achievement tests for placement. The achievement tests are used almost exclusively to grant exemption without credit.
6. *USAFI:* One-third of the institutions accept courses taken

through USAFI and award credit as well as exemption. Very few freshmen actually receive exemption through USAFI courses and few institutions anticipate beginning usage of this mechanism within the next two years.

7. *ACE:* Twenty percent of the institutions grant exemption and credit based upon recommendations in the *Guide to the Evaluation of Educational Experiences in the Armed Services.* When compared to the numbers of students receiving advanced standing through USAFI courses, a larger proportion of the freshmen at institutions using the *Guide* receive exemption and/or credit.

Other findings of the survey indicated that:

1. Acceleration is more important than enrichment in the rationale for establishing credit or advanced standing policies;
2. Although the number of mechanisms for recognizing achievement and acceptance of them has increased, the number of students taking advantage has remained constant since 1968;
3. Dual enrollment programs are becoming increasingly popular. In one state in this region, junior colleges allow high school students to enroll for college courses during the summer between grades 10 and 11 and between grades 11 and 12 for a maximum of 10 quarter hours of credit.

The data from the survey as well as a review of educational journals and newsletters reveal a number of mechanisms and instruments used to recognize achievement. To summarize, the methods of recognizing achievement include:

1. course performance
2. objective or essay written examinations, such as APP or CLEP
3. oral examinations or interviews
4. observation of behavior
5. records of achievement or accomplishments
6. combinations of all of these.

Merely acknowledging the existence of these mechanisms is not sufficient to resolve the issue. We also must acknowledge openly that the ways to attain achievement are as diverse as the methods to measure it. In addition to the typical classroom course, the conditions under which learning takes place include:

1. Courses taught by college faculty, but under atypical conditions and to different student populations, such as those

25

offered through continuing education programs or educational television.
2. Courses offered through the secondary schools, but which are college-level in character, such as APP courses.
3. Independent or self-directed study.
4. On-the-job training, travel, reading and other direct experiences.
5. Knowledge and skills gained from various resource mechanisms such as radio, television or libraries.
6. Special projects like institutes, seminars, workshops, etc.

In other words, we must recognize that *how* one learns is not as important as *what* he learns; that the conditions for learning can vary; and that achievement should be rewarded when it is attained.

We must also define more clearly the objectives of college-level work if we are going to do a better job of recognizing when it has been accomplished. We should begin by acknowledging that college-level achievement is only what a particular group or institution chooses it to be. College-level English has as many definitions as there are English Departments, and the content of English 101 can be defined in as many ways as there are professors teaching it.

The deeper appreciation of the variety of conditions under which knowledge can be acquired and a growing awareness of ways to recognize and reward that knowledge indicate that the educational community can respond to change and can renovate the structure to accommodate new types of student populations. "Sesame Street" shows what can be done with the media and technology now available to us. At the other end of "Sesame Street" is the "external degree." In the future, we may all sit down, turn our dials to the local television station and watch "Cumberland Avenue."

Of course there are many problems and dangers associated with the external degree and new ways to recognize college-level achievement. How much will it cost? What kind of grades will be given? And so on.

There are the dangers of abusing the concept of credit-by-examination or using it in what might not be the best interests of the students, the institutions, or society in general. There are also perils in providing any kind of community services, especially when it becomes community action. There may be a greater danger in doing nothing.

The Commission on Non-Traditional Study hopes to find some

answers to the questions, chart the wisest course, and assist institutions in the search for providing appropriate means for broadening educational opportunity and creating a fuller and more meaningful life for the individuals who comprise our society. The College Board and the Commission will continue to share our experiences in assisting institutions to expand their efforts to recognize college-level achievement wherever and whenever they emerge.

27

Summary of Group Discussions Based on the Address by Mr. Joseph D. Creech

WILLIAM H. BAKER and DOUGLAS NORMAN, *Recorders*

A concern with mechanics rather than issues perhaps best sums up the situation in which both junior/community colleges and four-year institutions find themselves when considering new ways of determining student achievement.

Junior/community colleges, which see an opportunity to develop new, innovative programs of instruction for those who do not wish to pursue a bachelor's degree, nevertheless feel hampered and somewhat frustrated by the need for articulation with four-year institutions over the 30 percent of junior/community college students who will transfer to senior colleges and universities. Innovative programs on the junior/community college level may not lend themselves to the kind of evaluation (letter grades) needed for transfer and may not meet requirements for prerequisites of senior institutions.

Although the State Board of Education has adopted a directive requiring state colleges and universities to accept community college transfer courses, and although most senior institutions say that they are operating in good faith, many areas of conflict still exist. The fact that higher education is still a long way from acceptance of some of the newer concepts of determining student achievement and credit is creating serious articulation problems for the junior/community colleges.

The groups agreed that how a student learns is less important than what he learns, but some soul searching revealed that not even many community colleges are providing a significant number of real instructional alternatives for the less gifted student.

There remains an overwhelming need for the individualization of instruction within the classroom, even at the two-year college level. External degrees and credit by examination are not for everyone. There should be an open acknowledgement that different persons learn in different ways and at different rates.

One form of independent study may be possible within the framework of the established curriculum. Students may be given the option of pursuing certain established courses on their own rather than meeting regular classes. They could be given a syllabus, reading lists, directed to the library and other sources of information and learning, and be allowed to direct themselves and move at their own pace. To an extent, this approach would free the faculty and student from the lockstep of 50-minute

classes and the lecture approach to instruction, while preserving necessary letter grades and standard credit units.

A key problem in determining new ways of learning and achievement seems to be in the area of measurement. Until we can adequately determine when certain learning outcomes actually have taken place, there is little hope of entirely eliminating the lockstep from education. One approach may be the formulation of performance objectives, something deemed possible in all courses, not just those of a technical nature. The idea of criterion-referenced instruction as opposed to norm-referenced instruction was recommended, as well as competency-based courses.

Serving as an effective damper on most new programs and approaches to learning and determining student credit is still the matter of articulation, including the question of upper division versus lower division courses, the matter of prerequisites, the transfer of D's, and the whole area of non-standard courses and innovation. These questions are what cause many junior/community college administrators to be concerned with mechanics rather than issues.

The fact that all conference discussion groups, even when challenged by a talk on new forms of instruction and new ways of determining student achievement, returned again and again to the problem of the impracticality of new approaches because they hindered the transfer of credit to four-year institutions indicated the magnitude and seriousness of the problem of articulation.

The statement seems appropriate that community/junior colleges are in danger of following the same path of high school teachers who concentrate on the relatively small percentage of students planning to attend college at the expense of the large number who do not.

Until and unless the problem of articulation can be solved or at least softened by an accommodation between two-year and four-year schools, until teachers and administrators become more concerned with issues than mechanics, it is questionable if the community/junior colleges will be able to realize the promise of innovations in education implicit in their charge to serve not only students wishing to transfer to four-year colleges and universities but also the larger numbers of adults who wish to continue their education and post-high school students who wish to prepare for meaningful careers.

Learning What the New Student Is Like

ANN BROMLEY
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Students are the dependent variable in education. They represent the foundation upon which the educational structure is based. They are of special significance to the community/junior college, especially if it believes and implements the philosophy of the "open door" and if it considers itself to be a "student-centered" institution. Before we describe the student, we should consider the setting in which we place this dependent variable—the community/junior college:

Last year Santa Fe Junior College invited thirteen of America's leading community/junior college educators to respond to the question, "What is the major challenge facing America's junior colleges in the decade of the '70's?" Dr. Edmund J. Gleazer was the keynote speaker for this series of lectures. I should like to quote from Dr. Gleazer's presentation. "I have had put to me a difficult question; what is the major issue confronting the community college? I have not been afforded the easier way of examining major issues. The question has been specific. It is disciplined. It requires an answer.....But after a great deal of reflection—much of it in jet planes traversing the regions of this country, I am ready to say that the most critical issue now confronting the community colleges of this country is to make good on the implied promise of the open door." [1: 4,6] He used the words "implied promise" which in itself implies that the open door may not be as open as the philosophy or phrase would suggest.

More recently, John W. Huther, in the April 1971 issue of the *Junior College Journal* in an article entitled "The Open Door: How Open Is It," discussed four different interpretations of the open door philosophy as it is stated in the catalogs and the

admission policies of community/junior colleges. [2] He points out there frequently is a difference between admission to the community/junior college and admission to the curriculum within the institution. He concludes that the open door frequently is only partially open by design as evidenced by policies and catalog statements. I would like to put forth that in addition to those selective criteria that are openly articulated in policies, there are others that are more implicit, and more difficult to define, yet more effective in their consequences to the student and his college attendance.

A few of the common practices in community/junior colleges which are generally acceptable, in the name of being administratively expedient, include early deadlines either in terms of application forms or financial aid procedures, fees, the complexity of forms, physical examination requirements and the use of standardized tests as a pre-admission requirement, either for admission or placement. I would also submit that the location of the college in the community, the architecture of the college, the climate of the college and the attitudes of the staff—whether they be the admissions clerk, the telephone operator or a counselor—may be factors which influence many young people as they consider continuing their education beyond high school. At this point let me ask four very personal questions: In your community/junior college, are these factors either stated or implicit? Are they operating in a selective way as far as your student body is concerned? How representative of your community is your community/junior college? Do you know?

This then brings me to the major theme, "Learning What the New Student Is Like." I have chosen to examine what the new student is like in two dimensions—the students we serve and the students we have yet to serve. Continued recognition needs to be given to the majority of high school graduates who represent the potential and generally untapped clientele for higher education and for community/junior colleges in particular. We must not lose sight of their needs.

Those we serve. It seems logical that we could serve better if we know more about those we serve and their needs. There is probably no community/junior college that does not gather information about its students. The data most frequently collected include sex, age, marital status, race, academic and achievement measures, and other demographic information. Unfortunately, a substantial amount of the research and data available on the community/junior college student rests in a file in the college office and, more often than not, is in a form retrievable only through

31

long hours of clerical labor. These data need to be pulled from the college files and government reports, examined, and shared with instructors and administrators alike, for studies of community/junior college students can have major impacts on curriculum development, extracurricular program planning and other areas related to the college's educational objectives. New faculty, in particular, indicate a desire to know more about the incoming students and these college data can be the basis for an informative inservice training or orientation session.

In 1968, Patricia Cross synthesized research findings from a great variety of studies to present some of the known factors about the community/junior college student. [3] She recognized that in describing such an individual he was indeed a "statistical student" and not necessarily a "typical" one. The basis for comparison was, in most instances, the four-year college student. In terms of academic ability the majority of the studies reviewed by Cross confirmed earlier findings that most community/junior college students ranked below the four-year or university college student. And yet, one should not characterize them as completely falling within this category. A substantial number of community/junior college students, however, scored high on measures of academic aptitude; and for those students matriculation at a community/junior college was based on personal choice, financial need or nearness to home. It was also found that students in a community/junior college tend to come from families that have lower incomes than the families of those who attend four-year colleges and universities. For example, in Florida in 1969 it was found that 55 per cent of those students enrolled in the community/junior colleges in Florida came from families whose income was less than $10,000. For those students who attended the state universities, it was found that only 47.3 per cent of the university students' families reported an income less than the $10,000 figure. A further examination of the data shows that approximately one-third of the community/junior college students reported their family income as being less than $7,000 and only one-fourth of their university counterparts reported this as their family income. [4]

Based on Cross's research review, their parents were probably less well educated than those of their four-year counterparts. The findings in Florida substantiate those found on the national scale. In 1969, 55 per cent of those who were enrolled in a state university had a father who had completed high school. The statistics for the community/junior college student showed that 66 per cent had completed their formal education through the high

school. In other words, approximately 45 per cent of the fathers of university students were formally educated beyond the secondary school, while in the community/junior college population only 34 per cent had continued their education beyond the twelfth grade. In most instances the community/junior college student was the first in his family to achieve an educational level beyond the secondary school and in many instances beyond the eighth grade.

Although the general population of an area is frequently fairly well represented in the population that goes to the community/junior college, in most instances our students come primarily from homes of skilled, clerical, and unskilled workers, rather than from homes of the professionals and executives. As research techniques become more refined and there is additional need for research on the community/junior college population per se, we need to examine parental attitudes and the students' home environments. We found that there was a close agreement between father's interest in higher education and whether the student attended a two- or four-year institution. In one nation-wide study it was found that only half of the students who entered community/junior colleges received strong encouragement from their fathers to attend college while almost two-thirds of those who entered four-year institutions received similar words of encouragement from their parents.

Community/junior college students generally differ from their four-year college counterparts with respect to their own self-concept, their goals, and their aspirations. In 1964 a group of high ability students in the universities were compared with a group of high ability students in the community/junior colleges—a matched sample. The Omnibus Personality Instrument was given and it was found that the community/junior college entrants had significantly lower scores on the "social maturity" measure than their university peers, and that the greatest differences between students selecting community/junior colleges and those selecting the state university occurred on the scales measuring autonomy and authoritarianism. [5]

Some of the information that Knoell and Medsker [6] reported in their study of community/junior college students who transferred to four-year colleges and universities in California confirmed the indecisiveness of many community/junior college students with respect to their future plans. Almost one-fourth of the students who transferred to an upper-division institution indicated that uncertainty about their plans for a major or career field was an important factor in their decision to attend the community/

junior college. In other words, many students attended a community/junior college in order to explore their interests, abilities, and aspirations, before their families made larger commitments for the college or university setting. The students sought the opportunity to examine their vocational goals and their own self-development goals before they decided on a future career or life style.

In general, community/junior college students have a more practical orientation to college and to life than do students who attend four-year colleges. They usually have lower occupational aspirations and direct their educational goals toward a higher income for themselves. This effort could appear to be an attempt to stabilize their positions in the middle socio-economic class. Community/junior college students frequently seem to be unaware of the relationships that should exist between interests and abilities when selecting their future vocational choice. More than one-fourth of these students make their choice primarily on the basis of financial returns and socio-economic level that they attribute to a particular occupation.

They seem to be very much concerned, as they choose their future goals, with occupational success, upward social mobility, and financial security. They are aware that college is one of the better avenues for moving upward in the social order, even though they do not rate college as extremely important in itself.

Community/junior college students tend to select education and business as potential majors, and are less likely to choose liberal arts and the sciences. This tendency is reflected in the choice of majors as reported in a study by Medsker and Trent in 1965. [7]

These data were substantiated by the 1969 Florida study [4] which showed that 17.8 per cent of the surveyed community/junior college population was interested in a business career. Similarly, 22.2 per cent selected education, with elementary education being the dominant selection in that family of occupations. It should be remembered that while the students indicated a personal preference for those two main areas of upper-division education, there was still a substantial group of almost one-third who indicated no preference. When new community/junior college students answered the question "Do you have a major undergraduate field in mind?" almost three times as many of them responded "no" as did university entrants.

The community/junior college students still remain very much in doubt as to direction and wish to explore future careers or undergraduate majors. This is confirmed in one of the newest,

and surely one of the most monumental, books on the community/junior college student that has been published within the last few years. It is entitled *The Community College Student* by Leonard V. Koos. [8]

It has also been found there is very little stability in the choice of a student selection as to his major upon entrance to the community/junior college or a four-year institution. More frequently than not this major may be changed two or three times during his college career. It is hoped that in a community/junior college changing a vocational choice from one major field to another or from a transfer to a technical program can be accomplished with a minimum of procedure and regulation. A student should not be made to feel that re-direction of his vocational efforts is wrong.

However, one of the things that does seem to remain stable from the time that he enters the community/junior college until the time he may terminate his education is his level of education aspiration. Various studies show the best single predictor of the final level of educational aspiration of a student is his initial statement. Men are relatively more likely than women both to have an initially high level of aspiration or to raise their goals during their college careers. The traditional life aspirations of the sexes are reflected in these data. Men consider themselves the wage earners and women look toward marriage and a family. Data from Florida show that about half of those who contemplate completing their Bachelor's Degrees in an upper-division institution indicate a desire to do graduate or professional studies; and the majority of those who intend to do graduate work look to the Master's Degree as the terminal formal educational experience rather than to a professional or other further degree.

We also find that even though a student may enroll in a community/junior college immediately following his high school graduation, he frequently will space his attendance at that community/junior college for a period longer than two years. We find students enrolled in a community/junior college who matriculated three and four years earlier. There is and should be no stigma attached to completing a degree or program in more than two years. It is also true that not all students who graduate from a community/junior college and intend to continue their education will do so immediately upon graduation. Many of them find that it is more desirable to work a short time before entrance into a senior institution rather than attempt to work while attending the senior institution as many of them did while they attended a community/junior college.

During this presentation on *the students we serve,* an attempt

35

has been made to develop a profile of community/junior college students from national and regional research data as well as information relative to community/junior college students in a particular section of the Southeast. The academic achievements and aptitude areas were discussed as well as information on the educational and socio-economic levels of the families from which the students come. We examined the self-concepts, the goals, and the aspirations of the community/junior college student. It is certainly a heterogeneous group and hopefully representative of the population in which the community/junior college is located. Frequently the representativeness of the enrolled community/junior college student body is only partially representative of the community; and as was previously mentioned there are many stated and implicit factors which tend to erect barriers between the potential community/junior college student and his college attendance.

Those we have yet to serve. While there are several, though not many, publications of research data on the characteristics of matriculated community/junior college students, there is a paucity of information on those who have graduated from high school but who do not intend to, or have not, continued their formal education. I refer not only to the recent high school graduate but to the fathers and mothers of community/junior college and university students whose educational levels were reported at high school or less. This group, a bimodal age group, involving two different generations, is among those we have yet to serve.

Before we examine what we know about these potential students we need to examine the scope and magnitude of this possible community/junior college population. In 1968 it was found nation-wide that approximately 58.3 per cent of a state's most recent high school graduates aged 18-21 first enrolled in college for the fall term immediately following their high school graduation. This percentage was 46.3 for Tennessee. Of that group of students, 5.2 per cent were enrolled in the public community/junior colleges in Tennessee. This also means that approximately 54 per cent of that potential college-age population in the State of Tennessee in 1968 were not enrolled in public institutions of higher education.

Tennessee's 1970 population aged 18-21 is reported to be 285,000. If we assume that the percentage of those enrolled during this period from 1968 to 1970 remained somewhat stable, we would expect that in 1970 there were 156,750 people aged 18-21 in Tennessee who were not enrolled in an institution of higher education. It should be quickly pointed out, however, that

Tennessee was well above most of her sister states, in the Southern Regional Education Board cluster, in the percentage of such college-age students continuing their educations beyond the secondary school. [9]

Researchers continually report a need for definitive information on the older student, and I most heartily concur. The data I just presented were extrapolated primarily from the Southern Regional Education Board *Fact Book on Higher Education in the South, 1970.* The assumption was made there that to be college-age one should be from eighteen to twenty-one years of age. That assumption is misleading and false. But this assumption and consequently the data presented disregard a major and significant segment of community/junior college students and potential students.

I do not have data for Tennessee but I do know that in Florida approximately one-sixth of students newly admitted to credit programs in the community/junior colleges are over twenty-one years of age. Similarly at Santa Fe Junior College more than 20 per cent matriculate after they pass their twenty-first birthday. The assumption and the reporting forms and procedures need to be reappraised and revised. Otherwise, this more mature group of community/junior college students may be disregarded in statistical analysis and projections whether they be budgetary, space, enrollment or program projections.

In 1969, Dorothy Knoell [10] undertook to identify some real or perceived barriers between minority group students and five metropolitan community/junior colleges. As might have been expected, one of the results of her study was that the community/junior colleges had little or very little knowledge about the students we have yet to serve in their communities. And these data did not seem to exist anywhere else in the communities. Many of the minority group that was represented in the study apparently would have taken advantage of an offer of college admission if an offer could have been made and if it was accompanied by necessary financial aid. The financial barrier appeared to be one of the most significant for the subjects who wanted to continue through college after high school. The bothersome question was not only of level of income but also stability.

In general, the family attitudes of these subjects toward their attending college were mostly positive. They received more encouragement about staying in school and continuing into college from their family and parents than from their high school counselors and teachers. In fact, in some instances the latter tended to discourage them from continuing their educations.

In assessing the kinds of job interests that this particular group of students might wish to pursue, she found that positions related to education, social welfare and government employment ranked highest. The women also expressed a very high degree of interest in the health occupations, particularly at the para-professional level. Both the men and women were negative toward any training and work related to the hotel and restaurant industry.

One other interesting finding from this study was that the community/junior college termed "most successful" in recruiting black students to its campus started its program for encouraging these students to attend the community/junior college while they were in junior high school. It did not wait until the students were juniors or seniors in the secondary school. The community/junior college gave the junior high school students the hope that if they graduated from high school they could go to college—our community/junior college—and as evidence of good will and positive reinforcement gave them a token gift from the community/junior college.

As you may know, the Coastal Plains Regional Commission recently completed a motivation project involving the North Carolina Department of Community Colleges. [11] This study was of a selected sample of disadvantaged persons. It attempted to:

(1) determine the basis for developing more efficient methods of outreach;
(2) discover what these people knew about, and their attitudes toward, the community/junior colleges and technical institutes; and
(3) test the relevance of course offerings to the job desires and interests of these people.

This project has special significance for the Tennessee community/junior colleges and technical institutes because of its regional character and because the disadvantaged individual was defined without regard to race or sex as one living in poverty according to the uniform federal income guidelines developed by the Office of Economic Opportunity. These guidelines were based on income according to family size, and were $1,500 for a farm family of one, and $1,800 for a non-farm family of one. A farm family was permitted an additional $500 for each additional dependent; a non-farm family, $600.

Interviews were conducted by members of various community action agencies. It was found that nearly 60 per cent of the people were not aware of the main function of technical institutes and

over one-half did not know about the various institute services. The group was even less aware of the public community colleges; but the community college system in North Carolina has only been formed fairly recently.

The survey demonstrated: (1) that over one-half of the group did not read newspapers; (2) that almost one-half watched television programs at night; and (3) over one-third listened to radio stations oriented to programs for Negroes. These findings have implications for the most effective ways to reach similar disadvantaged groups who might benefit from participation in a community/junior college program.

Approximately 80 per cent of the interview respondents were able to identify where the local technical institute or community/junior college was located. At least they were aware of the institution, but more than 10 per cent of this group did not know what it was or what services it offered. Those who did not or could not answer affirmatively were asked if they knew what a technical institute or community/junior college was. Of that group, 60 per cent responded that they were not sure or did not know.

The study found that slightly more than one-fourth of the knowledgeable group had visited a community/junior college or a technical institute and that only 7.9 per cent of these respondents had ever taken a course at one of them. One of the questions then asked in the interview was "Do you think you would fit in at the local technical institute or community college?" Approximately one-half felt they would. Over three-fourths of that group were 18 to 30 years of age. A greater proportion of the younger age group believed they would "fit in" at an institute or community/junior college than did those in the 46- to 60-year-old group.

An attempt was made to assess the problems that would cause this sample difficulty in attending a technical institute or a community/junior college. In rank order they listed: (1) transportation; (2) lack of money; (3) need for child care; and (4) no time.

In summary, a profile has been given on those students we serve; two studies were cited which focus upon challenges and problems of those we have yet to serve. Attention has been called to the selective criteria and barriers of an open door philosophy. For every person enrolled in a community/junior college today there is at least one other individual whose needs are just as great and whose opportunity for enrollment may be more limited.

This is our challenge. This is the population. This is the population of those we serve and those we have yet to serve.

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Summary of Group Discussions Based on the Address by Dr. Ann Bromley

FRED MARTIN and HARRY NICKENS, *Recorders*

The junior/community college, referred to hereafter as the college, has become within the past decade the most significant development in the field of higher education. The Carnegie Commission predicts that by the year 2000, 40 to 45 percent of students will have begun their careers in higher education at the college level.

Because of its diverse curricular offerings (transfer, technical, vocational, remedial, adult, and general), the college is confronted with a student population which is very heterogeneous and, in-the-main, of a lesser intellectual nature than found at senior institutions.

While there may be no such thing as a "typical" community college student, some information gleened from Dr. K. Patricia Cross' *The Junior College Student: A Research Description* may be of value. With reference to the college student, she reports that:

1. Nearly one-third are 19 or older.
2. They come increasingly from the second, third and lowest quartiles of high school.
3. Only 40 percent come from homes of incomes over $10,000 (vs. 64 percent in universities).
4. Low cost was the major consideration for 46 percent of students in selection of the institution (vs. 35 percent of senior institution students).
5. Two-thirds of the students work (vs. one-fourth to one-third of senior institution students).
6. Only 37 percent of the students rate themselves "above average" academically (vs. 65 percent of senior institution students).
7. Concerning their self-concept of "above average leadership ability," the figures are 29 percent for the two-year college students and 44 percent for senior institution students.
8. In intellectual self-confidence, only 27 percent rate themselves high (vs. 40 percent for senior institution students).
9. On writing ability, 19 percent expressed self-confidence (vs. 31 percent of senior institution students).
10. The main reason for attending the junior college is vocational for 71 percent of the students (vs. 40 percent for senior institution students).

11. Two-year college students in the vocational and occupational curricula are substantially more dissatisfied with their programs than those students in transfer curricula.
12. More than 50 percent of the students wanted help in study techniques, educational and vocational plans, and reading improvement techniques.
13. Junior college students are generally more conventional than students at senior institutions. They are also less independent, less attracted to reflective thought, less tolerant of peers, more cautious, prudent, controlled, and more apprehensive and rigid over grades and academic standing.

These findings should come as no surprise as the student bodies are composed of service veterans, housewives, business men, workers needing to improve their skills, superior secondary students, etc.

While the majority of institutions have available information about their students, rarely is it collated for use by those in direct contact with the students—the instructors. A common theme of the discussion groups entertaining the question of "What the New Student is Like" was that the educational experience at the college should focus on the interests of each student. Unless more use is made of available information and/or unless more information is made available to the faculty, this objective of two-year colleges in Tennessee will go unachieved.

It was concluded that the majority of the students enrolled in Tennessee's colleges, by their mere presence, have an eagerness to work and a willingness to learn. Yet by following senior institutions, two-year colleges use of impersonal and often mechanical instruction seems to extinguish curiosity and lower intellectual aspirations.

Even though student governments exist on most of Tennessee's college campuses, we permit students little real involvement in planning their own educational programs. Many of the students in our colleges hold responsible positions in their community, positions requiring detailed planning, organization, and implementation, but they are not given responsibility for making a significant contribution to their institution.

As our college populations increasingly include minority groups and lower socio-economic students, the need to "know" the students becomes that much more pronounced. The college finds its mandate in the needs of people, many exhausted by years of combat with educators who simply could not understand nor help them.

Perhaps the most significant concern advanced during the workshop, with regard to the "new student," was the need for colleges to do adequate research into the nature of their students. Failure to know the students was attributed to a lack of personnel to conduct research and a lack of time among existing administrative personnel to devote to such research.

Another interesting comment was that there is no such thing as a "new student." Other questions raised dealt with the implications of protest on the college campus, the stressing of cognition as opposed to affective needs of students, and the psychological impact for those transferring to senior institutions.

Borrowing again from Dr. Cross' book, the two-year college is a place where:

> . . . students have the opportunity to explore possible careers and find the type of education appropriate to their individual ability; is a place where everyone is admitted and everyone succeeds. Its "soft response" is to let down hopes gently and unexplosively. Through it, students who are failing or barely passing find their occupational and academic future being redefined. Many who aspire to the managerial and professional occupations will gradually find their niche in the skilled and semi-professional occupations instead. In operational terms, it means moving students out of transfer majors into terminal programs of vocational, business or semi-professional training.

Conference Summary

OHMER MILTON
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There are numerous ways of presenting a conference overview; during a very few minutes I hope to convey something of the "flavor" which I detected and one or two substantive themes which emerged. I take full responsibility for the selective distortions of what actually happened.

Something of the "flavor" can be captured by calling to your attention the somewhat repetitive vocabulary of the discussants and by a brief, simple, and descriptive statistical analysis of the conference.

The words and phrases I heard over and over included these: remediation, mastery learning, external degrees, open door, articulation, accountability, effectiveness, and efficiency. These latter three seem to be of especial significance because they reflect a new and almost never before talked about concern on the part of educators.

Twenty-two institutions of higher education were represented:

community colleges	- 9
junior colleges	- 4
four-year institutions	- 9

The participants held the following positions:

presidents	- 14
deans	- 15
faculty	- 71
research personnel	- 5
public relations	- 5
other administrative personnel	- 15

44

Faculty members present represented such subject matter areas and disciplines as: English, Botany, Physics, Mathematics, Political Science, Geography, Art, Foreign Languages, Chemistry, and Architecture.

There was a total of 125 registrants.

As for the themes which dominated the discussions, one prominent one was to the effect that *what* a student knows is much more important than *how* he learned. This notion seemed to be accepted fully at the verbal or rhetoric level. As you recognize, this idea is a new one in higher education. All through the years, emphasis has been upon the *how* of learning and has been mirrorred in the sacred dictum: If you haven't had a course in it, you haven't learned it.

A central and frequently voiced problem was that of devising ways and means of transferring credits from two-year to four-year institutions. I got the distinct impression that this issue was of such overriding importance that perhaps other aspects of the two-year institutions were being overlooked. That is, the one-third of the students who will transfer are receiving a disproportionate share of the time and attention resulting in a neglect of the remaining two-thirds of the students.

At the same time, however, I heard repeatedly that the primary role of the community college was that of serving the two-thirds of their students who will *not* be transferring. If, indeed, I am correct in my assertions, this problem is not new. All through the years, the colleges have dominated the high schools, and the graduate schools have dominated the colleges. I mention these matters in an effort to place present-day concerns within a broad context—namely that a new adventure in higher education already seems to be being shackled by a tenacious tradition. I suspect this is an illustration of one of the queries which Commissioner Stimbert raised.

Perhaps the next step in tackling this problem is a conference or conferences for faculty members between and among the various types of institutions. Faculty members may be the stumbling blocks — after all, their perspectives about higher education are more discipline bound than those of administrators. Of course, it is difficult for many of us to see the forest instead of the trees.

One final idea, and I return to the theme of *what* rather than *how*, herein may lie a truly new and distinctive role for institutions of higher education. Emphasis upon the *what* will require, among other things, changes in the minds of students about

the nature of learning. What I'm trying to say can best be conveyed by this quotation:

> When we think about the problems of higher education, we are too often carried away by the frequent use of the active verb "to teach." With very few exceptions, students are not taught by their professors in any direct sense. Teaching is not the transfer of knowledge or understanding from the brain of the instructor to a number of brains which belong to students. A higher education must be acquired by learning. Achievement in learning is the result of an intensive solitary struggle of each individual with himself.*

*J. Kestin, "Reflections on the Teaching of Engineering at a University," *American Scientist*, 51:437, 1963.

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50